



THE WHITE ROSE FEDERATION

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

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Responsible officer		
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J. Marwood		
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Signed:			
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Links to Other Policies	
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PSHE Policy	
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Child on Child Abuse Policy	
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RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

'Therefore welcome one another as Christ has welcomed you, for the glory of God.' Romans 15:7

Rationale

Our federation is committed to creating an environment in which valuing and celebrating uniqueness is at the core of our vision. The primary aim of this policy is a means of promoting an environment where our young people can flourish and live fulfilled lives. We want to prepare all of our pupils for the future, regardless of sexual orientation or gender identity.

Our relationships, sex and health education policy is informed by Christian values which underpin every aspect of the school community's life and work, including the curriculum. It promotes gender equality and LGBTQ equality and challenges discrimination. It takes into account the needs and experiences of the LGBTQ people and develops understanding that there are a variety of relationships and family patterns in the modern world. Promotion of these values enhance the well-being and development of everyone in our schools and is a clear framework that is effective in ensuring this.

Our Vision

We recognise that the White Rose Federation comprises of three unique schools with a shared ethos – for our young people to flourish and gain every opportunity to live fulfilled lives. RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health.

For Chapel Haddlesey Church of England Primary School and Barlow Church of England Primary School, Relationships, Sex and Health education lessons will help pupils explore the foundational ethic of 'Love your neighbour as yourself' (Mark 12.31). We also follow the principles in the Church of England *Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RHSE)*.

As a community school, Burton Salmon Primary School has the same ethos and values, therein this policy reflects the Federation's shared aim. This covers our schools' approach to Relationship and Sex Educations, not only in lessons but through the attitude of our staff and students alike, our ethos, our approach and our commitment to equality within and outside the classroom. Our vision is to create inclusive, sensitive and respectful schools where pupils are encouraged to enquire and learn about the world around them, enabling them to flourish in all aspects of life.

This policy is designed to be sensitive towards the cultural and religious views of the pupils in our school and the wider community. The provision is inclusive of all pupils and consistent with our safeguarding policies, practices and equalities legislation laid out in the Equality Act 2010. This enables us to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation; it will not discriminate against any of the protected characteristics in the Equality Act 2010.

As a result, RSE needs to be sensitive to the needs of individuals and may need to adapt and change as the needs of the pupils in our school changes.

It takes into full account of the school's legal obligations, NYCC guidance on developing a relationship and sex education policy (Sept 2019) and the DfE guidance 'Relationships Education, Relationships and

Sex Education (RSE) and Health Education’ (June 2019) and ‘Valuing All God’s Children’ (2017) and was developed through consultation with our staff, governing body, and most importantly, with our pupils and families. It is also supported by the Federation’s Safeguarding Policies.

This policy will be reviewed on a regular basis (in one year in the first instance and then every two years thereafter) to ensure that it reflects the attitudes and belief of the school population and remains up to date, with both current guidance from the Government and the DfE but also remains relevant to the experiences of our pupils.

As part of the Education Act 2002 all schools must provide a balanced and broad curriculum which ‘promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society’ whilst also preparing pupils ‘for the opportunities, responsibilities and experience in later life.’

It is essential that our pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as naming their body parts, puberty, menstruation, masturbation, the variety of family structures, gay marriage, gender identity, sexuality and an awareness of the LGBT community at an age-appropriate level.

Defining Relationship Education

The Department for Education (DfE) says, ‘in primary schools we want to put in place the key building blocks of healthy, respectful relationships, focusing on family and friends, in all contexts including online.’ This will sit alongside the essential understanding of how to be healthy, with particular reference to relationships, family relationships and relationships with other peers and adults.

We also believe that relationship education is designed to help children to develop the skills to recognise and enjoy healthy, positive non-exploitative relationships online and in the real world. It is designed to build self-esteem and to explore personal identity.

At the White Rose Federation we want pupils to flourish and have every opportunity to live fulfilled lives. RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of Christian vision for the purpose of life.

It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact that every human being is unique and has the right to be respected. They will also appreciate that there may be many different family structures and that all children have the right to remain safe.

At the White Rose Federation we teach our pupils about Lesbian, Gay, Bisexual and Transgender (LGBT) when they are in Year 5 and Year 6. We ensure that this is fully integrated into our PSHE programme of study rather than deliver it as a stand-alone unit or lesson. Whilst we usually introduce LGBT to our Year 5 and Year 6 pupils, we will introduce it earlier if we think it is necessary. All of our teaching is sensitive and age-appropriate in both our approach and content of lessons.

Relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is special and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries, in that no one has the right to touch them in a way they don’t like but also the difference between public and private behaviour.

It is important for children to know the names and functions of their body parts and to be reassured it is natural to be curious about them. By teaching children the correct terms for their private parts, children are proven to be safer from abuse.

Defining Sex Education at Primary School

Although the Relationships Education, Relationship and Sex Education and Health Education Regulations (2019) made Relationship Education compulsory in all primary schools, Sex Education is currently **not** compulsory. However, the DfE continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

As set out in the guidance, it is for individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Our Sex Education lessons, which are supplementary to the statutory learning outcomes set out in the Key Stage 2 Science curriculum, are solely for Year 6 pupils and delivered through the **BBC Active - Focus: Growing Up** and **HSE Busy Bodies**. These sessions answer the question 'how are babies made?' in an age-appropriate way. They explain sexual intercourse, pregnancy and birth. Parents are always invited to view these materials prior to the lessons taking place.

We recognise that some families may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that the children receive age-appropriate information and guidance from us rather than it being from their peers or the internet.

In our schools, sex education is an opportunity for the children to be clear on how a baby is conceived and formed, as set out in the human life cycle which is covered through the National Curriculum for Science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies change as they grow into adults.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Starting learning in primary school is the best way of preventing the topic of sex, reproduction and private body parts becoming taboo and children becoming embarrassed by the topic.

Our teaching for RSE is accessible for all pupils and is planned carefully to meet the needs of all pupils including those with special educational needs. High quality teaching is personalised, differentiated and mindful of the preparation for adult outcomes, as set out in the SEND code of practice. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Where necessary, we tailor content and teaching to meet the specific needs of pupils at different developmental stages, ensuring that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law, as detailed in the North Yorkshire Guidance for Schools developing a Relationships and Sex Education Policy (September 2020).

We believe it is the duty of our schools to give our young people the learning they need to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive, healthy relationships, free from exploitation, pressure or abuse.

Subject Content

In our Federation we meet the learning objectives as set out in the 'Relationship and Sex Education and Health Education (England) Regulations 2019 for primary school with a whole school approach, following the 'Jigsaw' PSHE scheme of work (Jigsaw Statutory Relationships and Health Education Map) along with the Science curriculum, computing curriculum (Purple Mash) and RE syllabus.

All staff teaching this sensitive and important subject will have received relevant training.

The key topic areas made statutory in the Relationships and Sex Education and Health Education are:

Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body (puberty)

Sex Education

- Sexual intercourse
- How conception occurs
- Pregnancy
- Birth

To achieve these outcomes we have developed a spiral learning curriculum that is built on through the key stages:

Early Years Foundation Stage (EYFS)

Through the EYFS curriculum, children will learn a variety of processes relating to RSE. As outlined in Development Matters, this will come under the prime areas of Personal, Social and Emotional development and Health and Self-Care and the specific area of Understanding the World.

By the end of the EYFS children will be able to:

- Play cooperatively by taking turns with others
- Show sensitivity to others' needs and feelings
- Form positive relationships with adults and other children
- Talk about how they and others show feelings

Children will know and understand:

- How to keep themselves healthy and can stay safe
- The similarities and differences between themselves and others, and among families, communities and traditions

Key Stage 1

By the end of KS1 children will be able to:

- Recognise and compare the main external parts of the bodies of humans
- Recognise the similarities and differences between themselves and others and treat others with sensitivity
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and resisting pressure when they feel uncomfortable or at risk

Children will know and understand:

- That animals, including humans, grow and reproduce
- That humans and animals can produce offspring and that these grow into adults
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are alike and different from others
- That they have control over their actions and their bodies
- Why families are special for sharing and caring

KS2:

By the end of Key stage 2 children will be able to:

- Express opinions, for example, about relationships and bullying
- Listen to and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- See things from other people's viewpoints, for example of their parents and their carers
- Discuss moral questions
- Listen to and support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example, in relation to gender
- Recognise the pressure of unwanted physical contact, and know ways of resisting it

Children will know and understand:

- That the life processes common to humans and other animals include growth and reproduction
- The main stages of the human life cycle
- The physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are all involved
- How the media impact on forming attitudes
- About keeping themselves safe when involved in risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying and the feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable
- About, and accept, a wide range of different family arrangements, for example, second marriages, fostering, extended families and three or more generations living together

Children will have considered:

- The diversity of lifestyles
- Others' points of view, including of their parents or carers
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships

Relationship, Sex and Health Education is delivered by classroom teachers; Sex Education is led by the Head of School. We believe it is important that lessons are delivered by classroom teachers as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

We believe that by tackling children's questions around sex as part of a wider programme focused around relationships, family, self-awareness, emotional literacy, consent and personal boundaries, children will feel better able to engage in discussion and ask questions without embarrassment. Equally, tackling sex and reproduction in this way helps to promote positive messages and values around sex as well as children's relationships with their own bodies without shame or guilt and will develop respect for other people's body autonomy.

We do not separate our classes into girls and boys for any of the sessions, including lessons around puberty. We believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This ensures that any non-binary or transgender children are included without feeling vulnerable.

There are regular opportunities to learn about online safety and healthy relationships online. This is because the framework integrates online behaviours as it explores relationships, secrets, personal boundaries, rights & responsibilities etc. It does not tackle online and offline as two separate entities. For children, growing up in a digital world there is an ever-increasing blurring of the lines between the two.

Answering Children's Questions

We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

We believe children are better supported through receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of information, where children in primary have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

By tackling the topic in a matter-of-fact manner without embarrassment means that we take the mystic allure out of the topic, making sex no longer the secret taboo. However uncomfortable a proposition that may be, it is far better than the alternative. For children these questions are not rude, they are simply signs of a healthy and natural curiosity. We can stop the topic becoming taboo and embarrassing by removing the stigma before it has had chance to form.

We believe that if children ask a question they deserve an answer. If ignored, they merely build unnecessary barriers, making children think they have done something wrong. In this scenario, they are unlikely to ask again, and are instead left to seek their answers from less reliable or child-friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better that we, as safe adults, take responsibility and tackle the question safely and age appropriately.

Dealing with children's questions age appropriately will be done as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group.
- However, as with any other subject, there may occasionally be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
- If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer but the member of staff should make an effort to help the child to find the answer later.
- If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: "That is a brilliant question, let me have a think about it and once I know the best way to explain it clearly, I will come back to you."
- This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible to talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

Parental Involvement

We believe that successful teaching around RSE can only take place when parents and school work together - we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons.

We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values. Long term plans showing which content is to be covered and during which term of the year, (available on Appendix A - Jigsaw Statutory Relationships and Health Education Map), will be available on the school website for parents to access. Parents should talk to classroom teachers for more information about the lessons to be taught.

We recognise under the new draft guidance for Relationship Education, Relationship & Sex Education and Health Education (DfE 2018), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the National Curriculum. Any parents who wish to discuss this should ask to speak to Mrs Lindley Deputy Headteacher.

Should a parent decide that they do not wish for their Year 6 child to take part in any of the supplementary Sex Education lessons, we would ask that they first speak to the classroom teacher to discuss their concerns. We will contact families prior to the sessions and share all of the teaching materials and context of any of our lessons and explain the reasons why any material is included. We will also highlight that, whilst parents have the right to withdraw their child from these lessons, they do not have the right to withdraw other children from receiving these lessons.

If parents do decide to withdraw their child, they should inform the Head of School who will find other provision for the child to engage in during the lesson. Currently, head teachers must comply with requests to withdraw from any non-statutory lessons in the RSE programme.

Policy on Menstruation:

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school, we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period, especially children whose family may not be able to afford or will not provide sanitary products.

We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our schools and will make every reasonable effort to support children to access their education and enjoy school.

Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school. For this reason we deliver puberty lessons to all children in years 5 & 6.

As part of these lessons all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.

Menstruation is a healthy biological function. It should not be something that a person is made to feel embarrassed, shameful or be teased about. As a federation, we need to treat each other with respect and empathy and this includes changes that take place during puberty such as menstruation.

During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used.

In our schools we always have menstruation essentials available, such as sanitary products, spare underwear and plastic bags to wrap up underwear should there be any accidents. Children will be made aware of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors.

When school trips or residential visits are arranged (especially for years 4, 5 & 6), provisions to deal with a child's periods are considered and added to the risk assessment.

Safeguarding Children

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe, how to share a concern and complain. All pupils are informed that we have a Designated Safeguarding Lead with responsibility for child protection and who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. (Please refer to our Child Protection Policy for further details.)

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

It is our practice to review safeguarding procedures in team meetings. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, may need to be adapted or additional support offered. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

Assessment and Evaluation

Assessment of PSHE and Citizenship, which includes RSE is not about assessing someone's character or behaviour but the extent to which they are progressing in their learning, their on-going learning needs and the impact the learning is having on the pupils. It is important that the children's learning

is assessed because assessment increases “motivation and improves learning; it provides feedback about pupils’ progress and achievements, and how their learning might be improved; it helps pupils to reflect on and identify what they have learned and what they need to do to continue their learning; it allows the leadership team, governors and school inspectors to see the impact the provision is having for pupils and whole school outcomes” (PSHE association 2016).

Assessment in RSE needs to establish: What children already know and understand? What they have misunderstood? What gaps they have in their knowledge and what preconceptions/prejudices may have to be challenged?

Assessment for Learning (formative assessment) - regular assessment of pupils’ progress against the intended learning outcomes is important to ensure that learners are making expected progress and to inform planning for subsequent lessons and units of work. The children are continually assessed against the intended learning outcomes. The Jigsaw PSHE scheme is structured in such a way that each concept is revisited at least on an annual basis, in an age-appropriate way (a spiral approach) which allows for all children’s needs to be addressed effectively based on previous assessment information.